WELCOME MENTORS!

Maine Mentor Training: Module 1

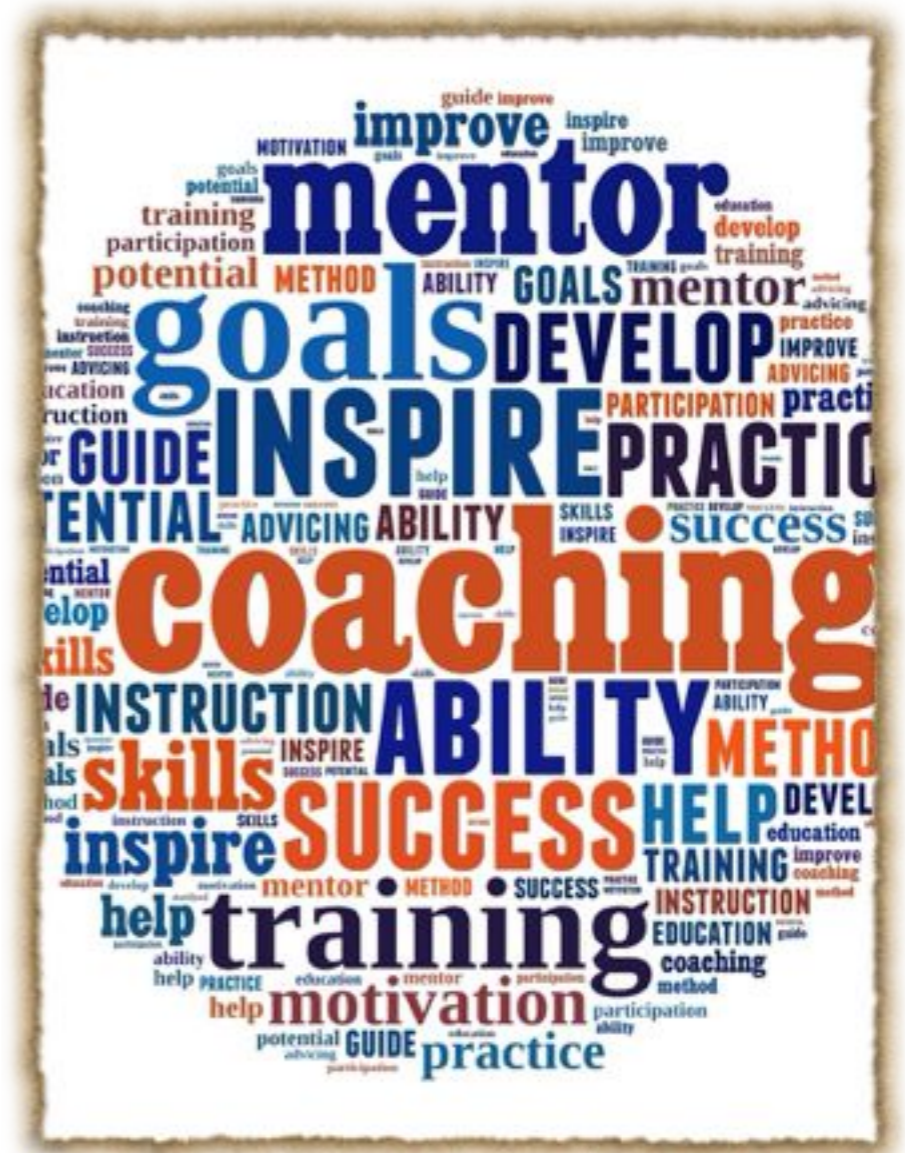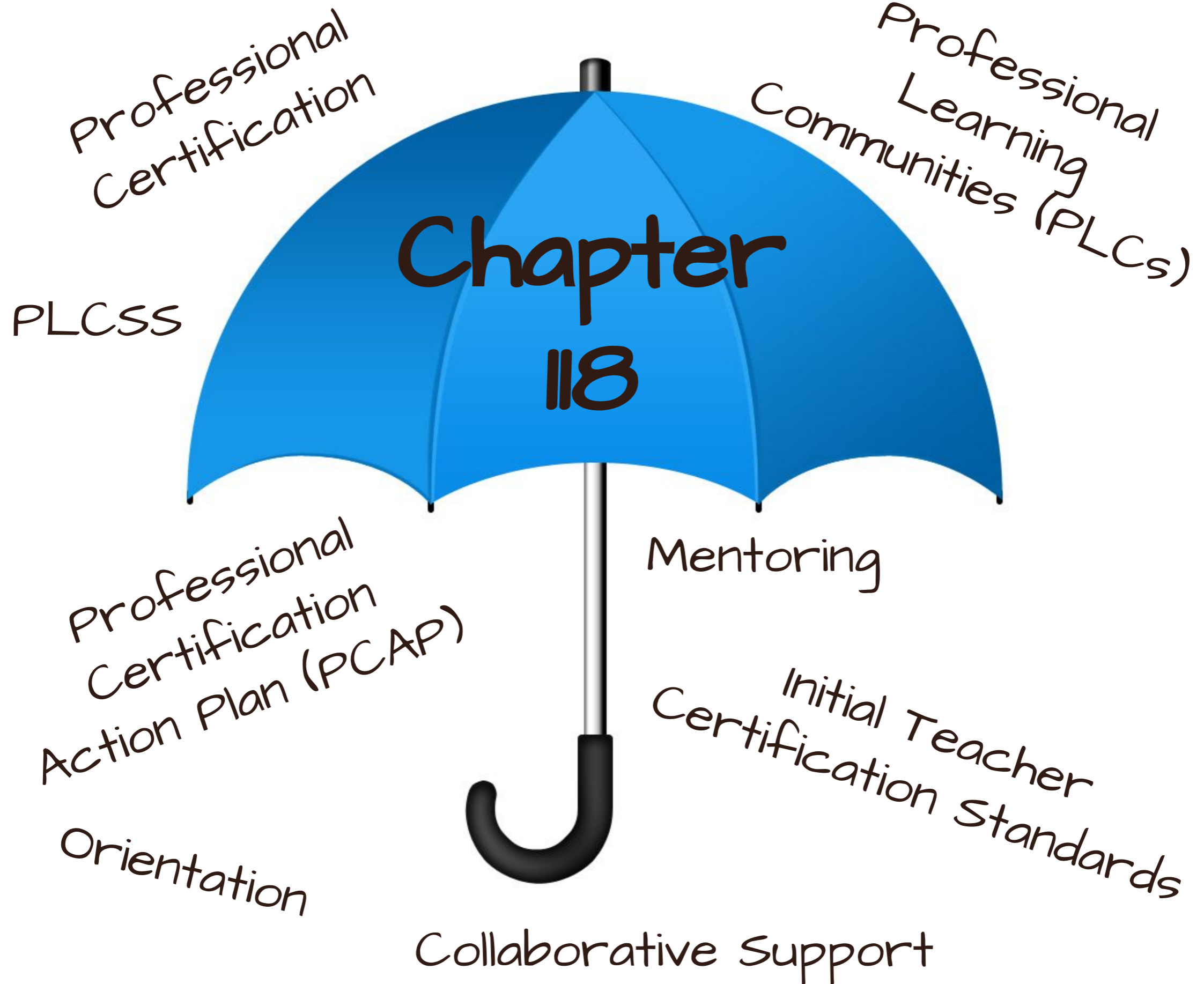# Learning Targets:

☐ Understand the needs of beginning educators

☐ Become familiar with confidentiality guidelines

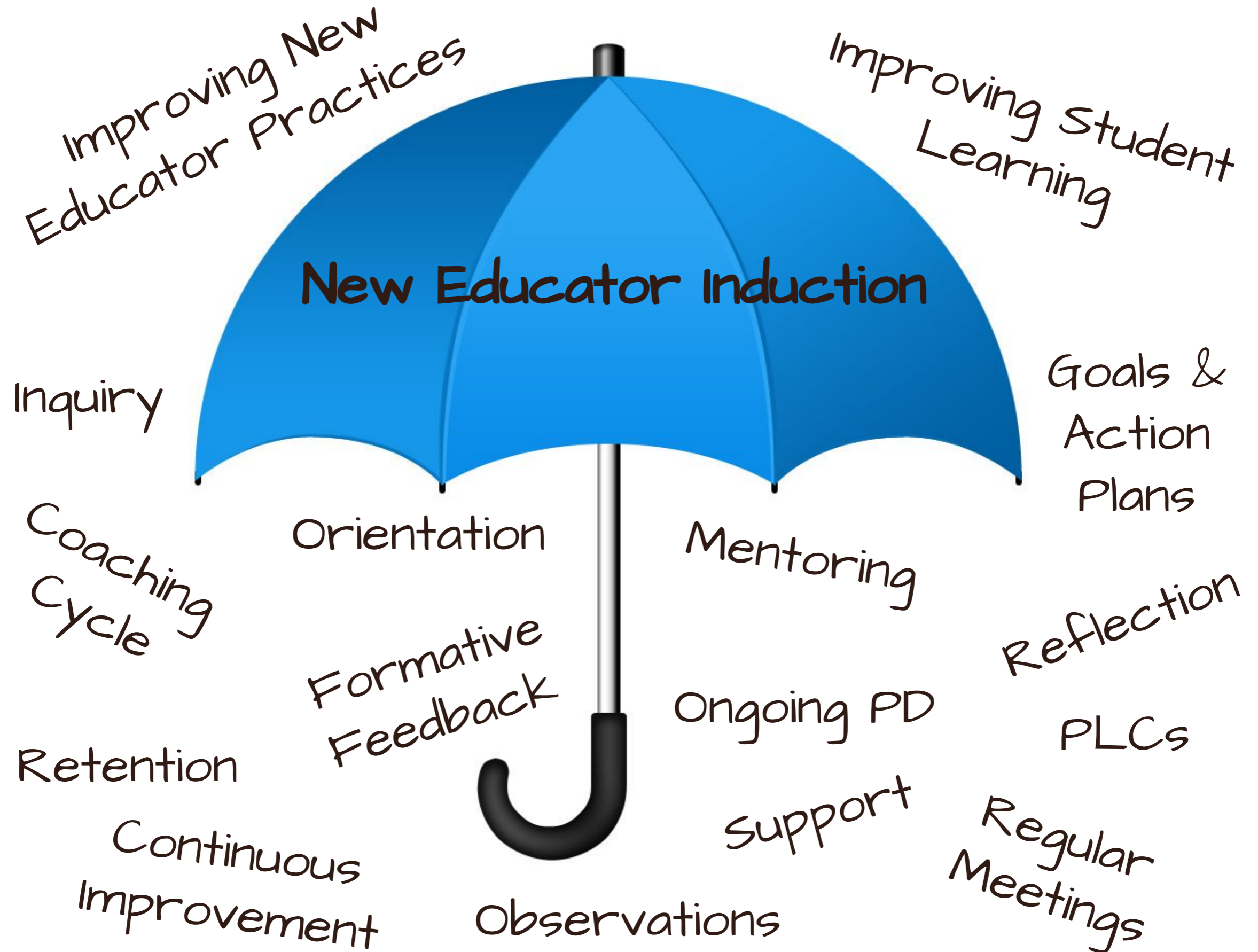☐ Understand the role of the mentor/coach in addressing beginning educator needs

Mentor in My Life

- Think of someone who has been an effective mentor in your life.

- Consider the attributes that made that person an effective mentor or coach. Jot these down on a sticky note.

- Select an image or a symbolic representation that reminds you of one or more of those attributes.

- Introduce yourself to a colleague.

- Share the image or item and why it reminds you of your mentor's attributes.

Professional Certification

PLCSS

Professional Certification Action Plan (PCAP)

Orientation

Chapter 118

Professional Learning Communities (PLCs)

Mentoring

Initial Teacher Certification Standards

Collaborative Support

New Educator Induction

Improving New Educator Practices

Improving Student Learning

Inquiry

Goals & Action Plans

Coaching Cycle

Orientation

Mentoring

Reflection

Formative Feedback

Ongoing PD

PLCs

Retention

Support

Regular Meetings

Continuous Improvement

Observations

Making the Case for
Trained Mentors

Key Reasons Why Teaching Openings Exist

- Retirement

- Turnover

- Leavers

- Beginner Educator Attrition

Teacher Turnover

"In the United States, teacher turnover for most districts is close to 20%, with higher rates in urban districts and for new teachers." (Education Update, ASCD'S, March 2013, p.1)

Schools lose 25,000 math & science teachers annually to retirement and attrition. (Ingersoll, UPenn, 2012)

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	37%	37%	60%
Turnover Rate of All Teachers	25%	26%	54%

Teacher Turnover

- Teach Plus' research suggests that teachers with 10 years of experience or less comprise 52% of the teaching force.

(Ingersoll, UPenn, 2012)

- Teachers with only one year of experience make up the largest single group of educators. (Ingersoll, UPenn, 2012)

- Beginners have the highest attrition rate of all, with 40 to 50 percent leaving the field within five years. And there are more beginners today than ever before. (Ingersoll, UPenn, 2013)

Reasons for Exiting Early

- Lack of support

- Disenchantment with teaching assignments

- Difficulty balancing personal and professional demands

- Excessive paperwork

- Inadequate classroom management

- Inadequate discipline

- High stress
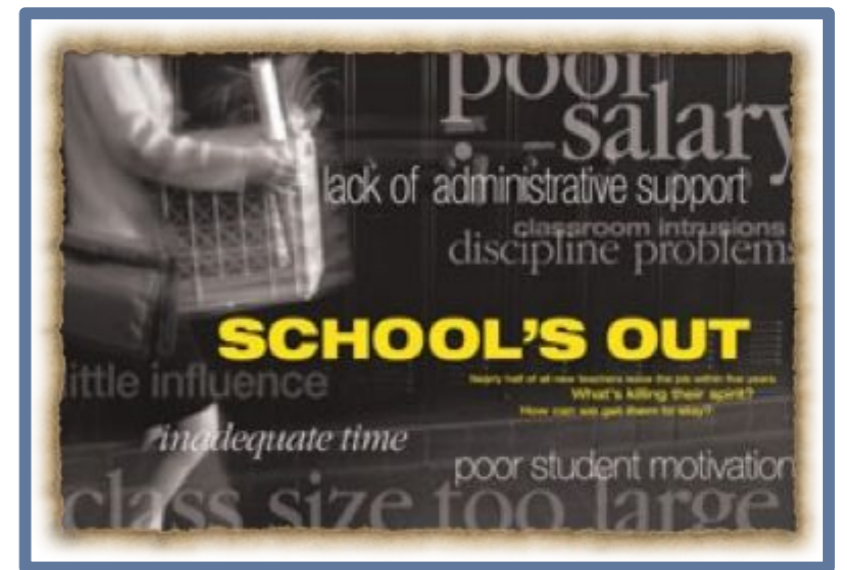
(Bureaux & Wong, New Teacher Induction, 2003, p.3)

Costs to Replace a Teacher

- According to the National Commission on Teaching and America's Future (as published in ASCD's Education Update in March 2013), " the national cost of public school turnover could be over $7.3 billion a year."

- According to the National Commission on Teaching and America's Future (2016), the typical cost per teacher ranges from $3,600 (non-urban)-$8,400 (urban).

Costs to Replace a Teacher

- To replace an educator in:

  - Chicago is $17,872

  - Milwaukee is $15,325

  - Granville County, NC is just under $10,000
    - (National Commission on Teaching & America's Future, 2007)

  - Maine is $7,000   (MEA, 2001 & NCTAF Report, 2003)

- Costs include secretarial time, advertisement and mailing costs, administrator and educator time for interviews and decision-making, etc.

"A high rate of teacher turnover hampers student achievement, hurts staff morale, and impedes a school's ability to move forward."

ASCD's Education Update, March 2013

Costs to Students

Costs To Students Tennessee study:

- Children who had the least effective teachers three years in a row posted academic achievement gains 54% lower than children with the most effective teachers.

- *Boston & Dallas studies yielded similar findings.

"Low performing schools rarely close the student achievement gap because they never close the teaching quality gap - they are constantly rebuilding their staff. An inordinate amount of their capital - both human and financial - is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students."
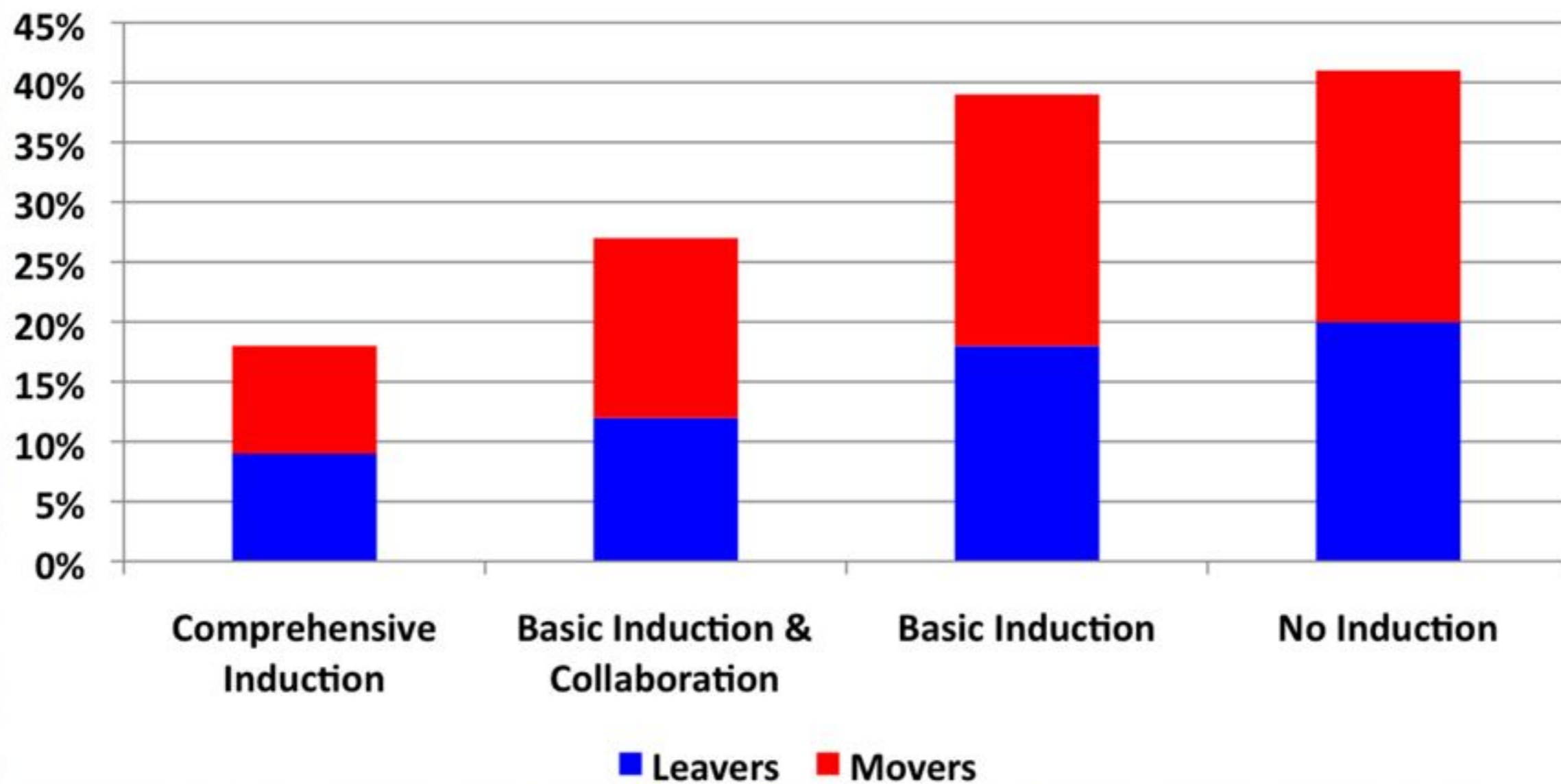
Need for Induction Programs

- New Teacher Orientation before school starts

- High-quality mentoring

- Ongoing Induction course/professional development
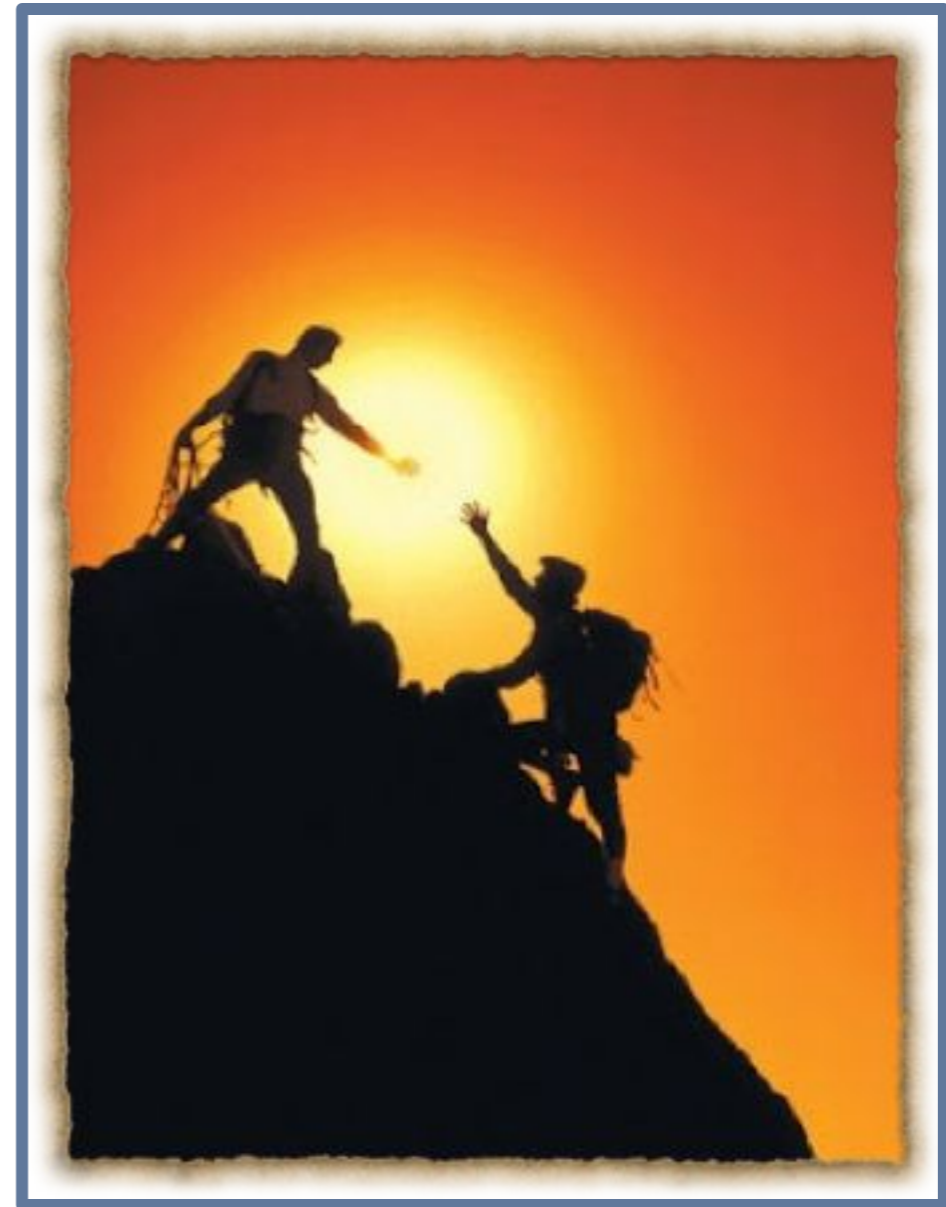
Percent Turnover of Beginning Teachers After One Year, by Amount of Induction Received

Mentoring Makes a Difference

• In California, 90% of participants in the Beginning Teacher Support and Assessment (BTSA) program were teaching after five years, compared with only 40-45% of teachers who didn't receive support.

• In Columbus, Ohio, the new teacher retention rate rose to 81% ten years after an induction and support system was instituted.

• In Rochester, NY, before a mentoring program was started, 65% of new teachers remained in the district. After the first year of the program the retention rate rose to 91%.

Need for Induction Program in Maine

- Educators not participating in induction programs are twice as likely to leave teaching as those who participate.

- Many of the most talented new educators are the ones leaving.
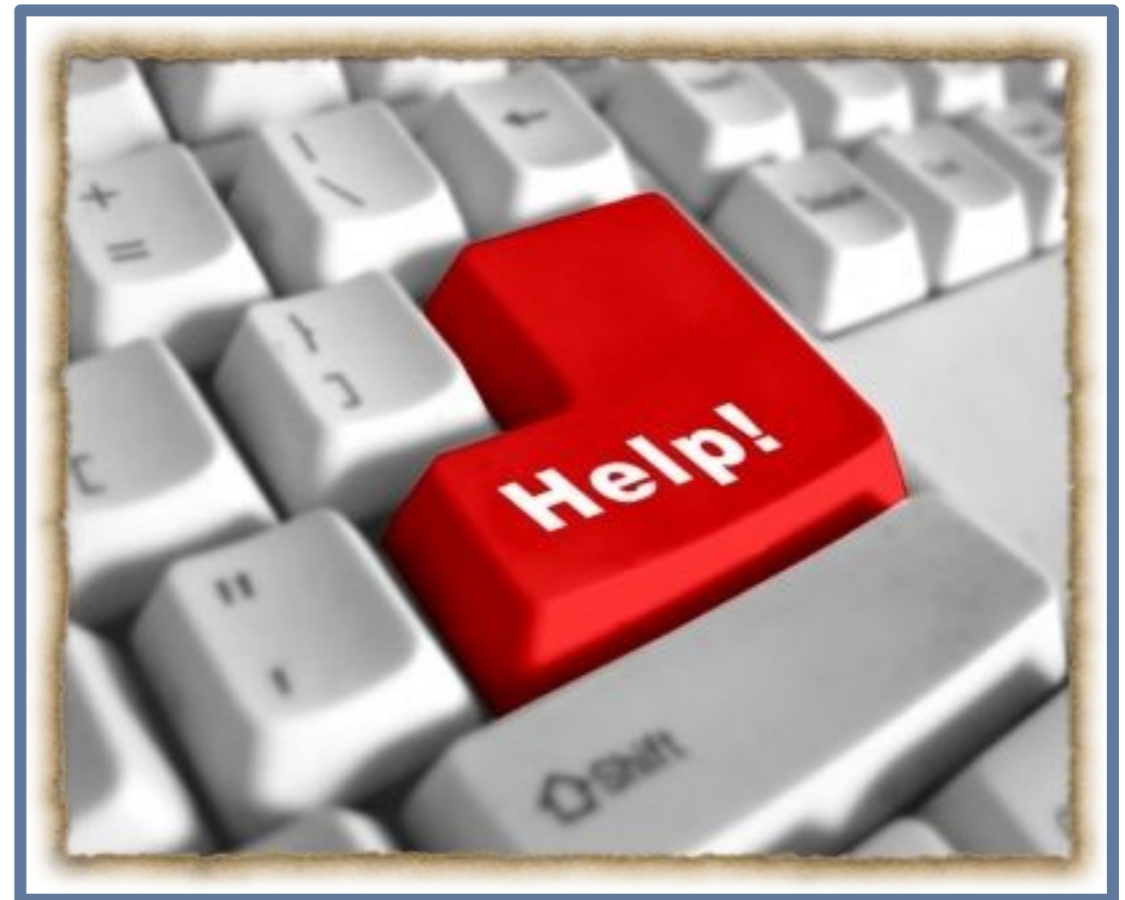
Retention

The National Teacher Center reports that having "a really well-trained mentor or coach focused on providing data for reflective practice and the resources for growth," can result in double-digit growth in retention rates for new teachers.

Education Update, ASCD, March 2013, p.2

Recommended Retention Strategies

According to the TNTP report *The Irreplaceables*, "Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for nearly twice as long (2–6 more years)."

FEEDBACK & DEVELOPMENT

1. Provided me with regular, positive feedback
2. Helped me identify areas of development
3. Gave me critical feedback about my performance informally

RECOGNITION

4. Recognized my accomplishments publicly
5. Informed me that I am high-performing

RESPONSIBILITY & ADVANCEMENT

6. Identified opportunities or paths for teacher leader roles
7. Put me in charge of something important

RESOURCES

8. Provided me with access to additional resources for my classroom

Source: From *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools* (p.16), TNTP, 2012, New York, NY: TNTP. Copyright 2012 by TNTP. Reprinted with permission.

Guidelines for Confidentiality

Needs of Beginning Teachers

Most Frequently Perceived Concerns of Beginning Teachers

Rank	Problems	Frequency (n=91 studies)
1	Classroom Discipline	77
2	Motivating Students	48
3	Dealing with Individual Differences	43
4	Assessing Students' Work	21
5	Relations with Parents	21
6	Organization of Class Work	27
7	Insufficient Materials and Supplies	27
8	Dealing with Problems of Individual Students	26

(Veenman, 1984)

Instructional Needs

• Planning long-range curriculum, preparing lessons, and organizing learning activities

• Using a variety of methods and materials

• Addressing the needs of the students through individualized instruction/differentiation

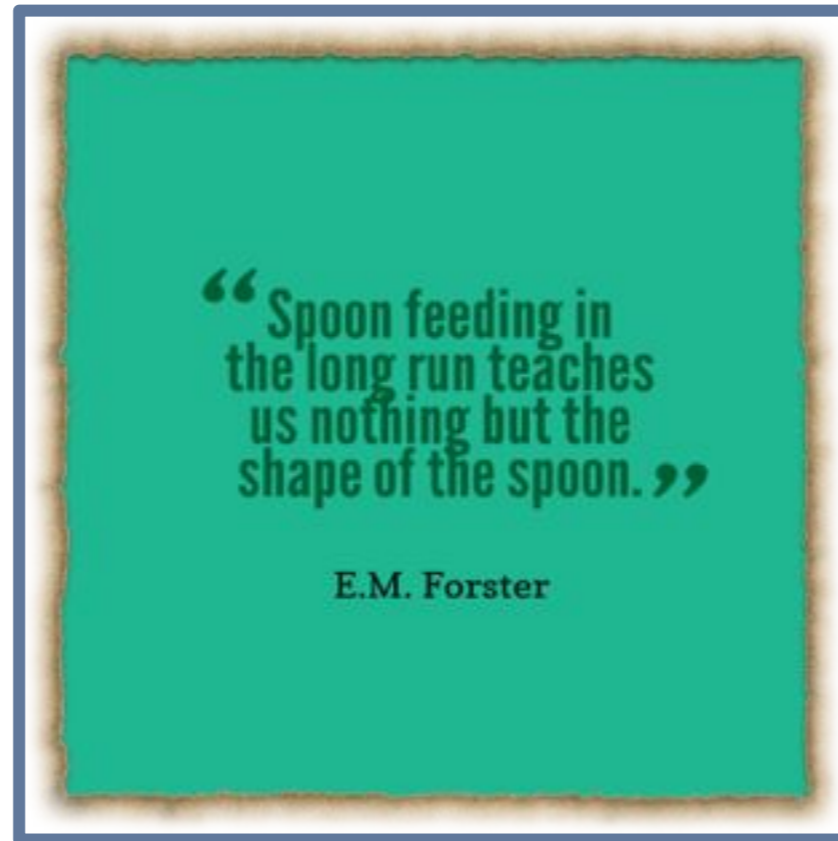• Assessing and reporting on student progress in a proficiency system

Systems Needs:

·Gaining knowledge of school district policies and procedures

·Becoming acquainted with the school's and district's community

Resources Needs:

"Spoon feeding in the long run teaches us nothing but the shape of the spoon."

E.M. Forster

- Receiving advice on resources and materials for teaching

- Obtaining materials and supplies

Emotional Needs:

- Overcoming feelings of isolation

- Interacting with colleagues

- Preparing for and coping with one's evaluation by school and district personnel

Managerial Needs:

•Receiving additional training
on classroom management

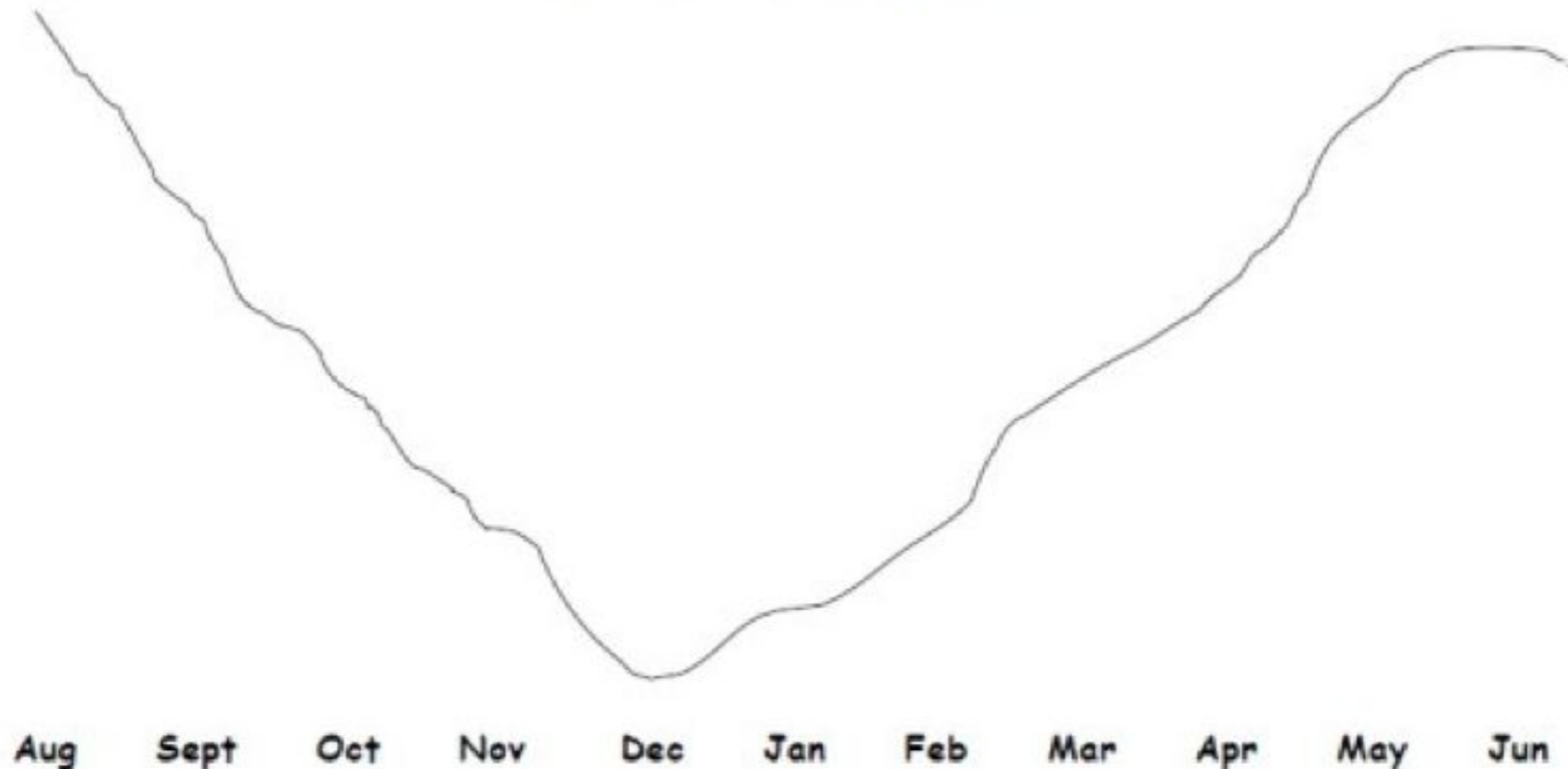•Managing time, human resources, and
material resources

Parental Needs:

- Communication and relating to parents
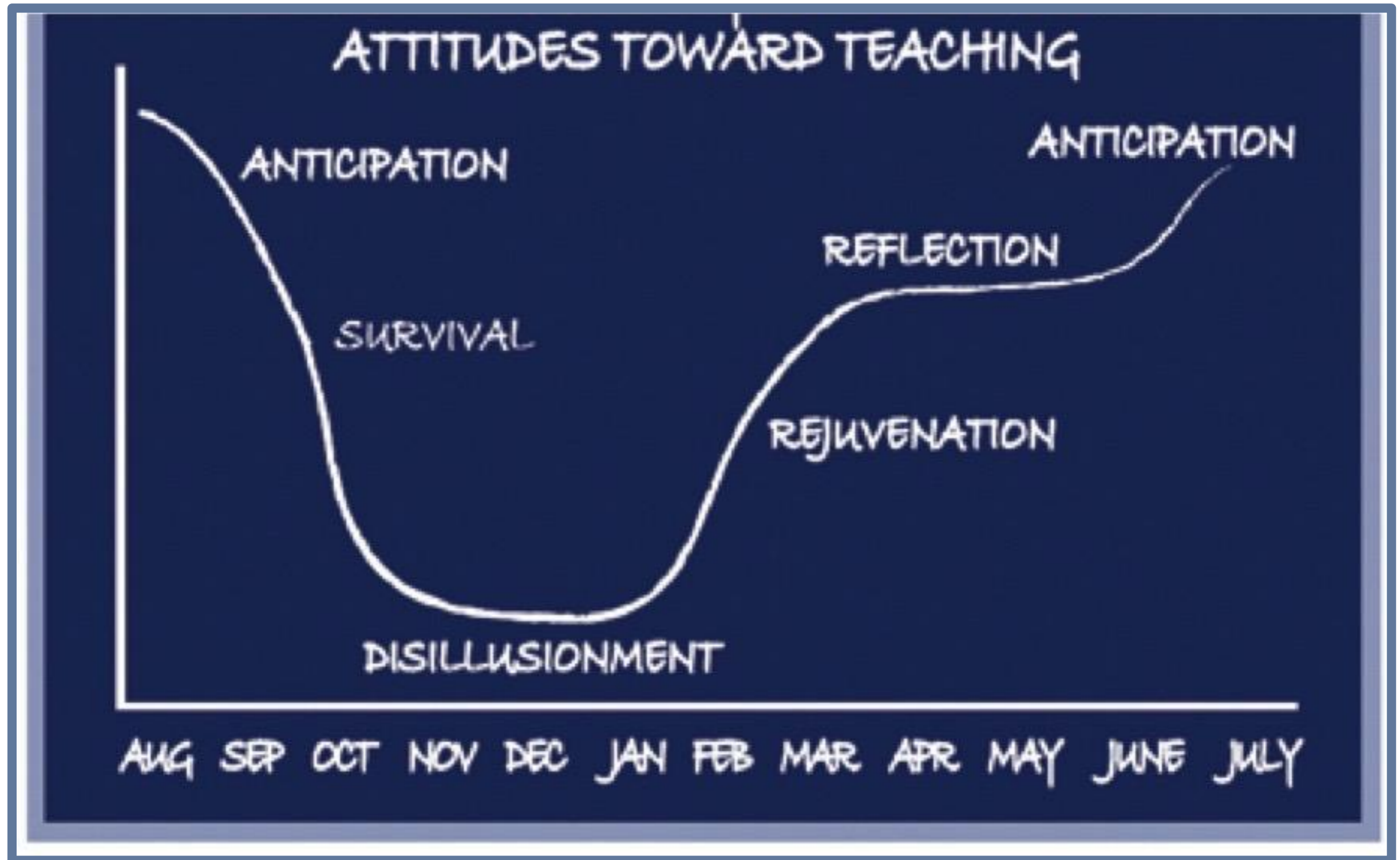

Disciplinary Needs:

- Motivating and disciplining students

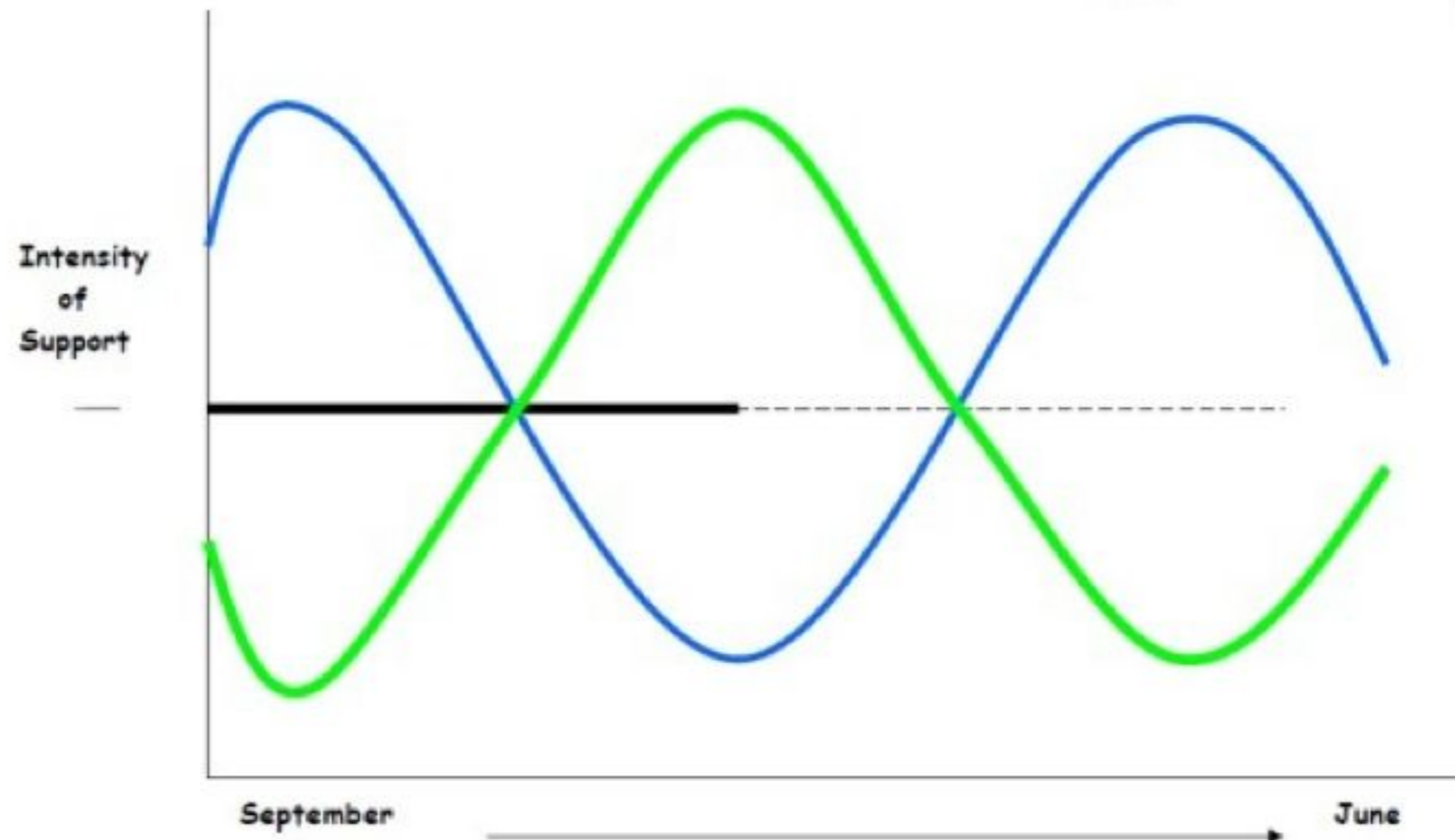# The Five Phases Experienced by First Year Teachers

ATTITUDES TOWARD TEACHING

ANTICIPATION

SURVIVAL

REFLECTION

ANTICIPATION

REJUVENATION

DISILLUSIONMENT

AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUNE JULY

Evaluation of Mentor Support

Intensity of Support

September   June

Key to Types of Support

Survival ━━━━━━━━   Moral Support ━━━━━━
Teaching ━━━━━━━━   Collegial Interaction ------------

Evaluation of Mentor Support

•Interaction should remain constant all year long but moral support becomes more collegial

•The Beginning Educator is in "survival mode" at both the start and end of the school year

•Somewhere during the middle of the year the Beginning
Educator can focus more on teaching and curriculum

•Beginning Educators grow and develop at different rates...be cognizant of your Beginning Educator's needs